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**Developing the English speaking skill through the use of the
Storytelling Method in eleventh grade students at “Bachillerato
Ricaurte” High School**

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RESUMEN

En la presente investigación se analizan los resultados de un estudio realizado en la escuela secundaria Bachillerato Ricaurte de Cuenca, sobre el uso de la narración como una metodología útil para la enseñanza del inglés como lengua extranjera para mejorar la habilidad del habla inglesa en los alumnos del décimo primer grado. Esta investigación intentará demostrar que el método de contar historias es un excelente método para mejorar la habilidad de hablar en inglés. Los investigadores usan una rúbrica de habla en la prueba previa y usan la misma rúbrica en la post-prueba para obtener resultados. Los resultados demuestran una mejora dentro de los cuatro componentes de la rúbrica. El Método de Narración de Historias brinda la oportunidad de utilizar imágenes para contar historias y llamar la atención de los estudiantes a fin de mejorar el proceso de aprendizaje de una manera extraordinaria y con resultados permanentes.

Finalmente, esta investigación contiene el método de contar cuentos, el mismo que puede ser utilizado en el aula, proporcionará conceptos teóricos, metodología, análisis de fechas, conclusiones y recomendaciones para los profesores cuando apliquen la narración de cuentos como una herramienta útil en el aula.

Palabras clave: MÉTODO DE NARRACIÓN, ENSEÑANZA DE INGLES, APRENDIZAJE A TRAVÉS DE HISTORIAS, APRENDIZAJE SIGNIFICATIVO, HABILIDAD DE HABLAR, ACTIVIDADES BASADAS EN HISTORIAS.

ABSTRACT

The present research analyzes the results of a study done at Bachillerato Ricaurte High School in Cuenca, on the use of the Storytelling Method as a useful methodology for teaching English as a Foreign Language to improve the English speaking skill of students in the eleventh grade. This research will attempt to demonstrate that the Storytelling Method is excellent at improving students' ability to speak English. The researches use the speaking rubric in the pre-test and use the same rubric in the post-test for obtaining results. The results demonstrate an improvement within the four components of the rubric. The Storytelling Method gives the opportunity to use images to tell stories to get the students' attention in order to improve the learning process in an extraordinary way and with permanent results.

Finally, this research contains the Storytelling Method, which can be used in the classroom. It will provide theoretical concepts, methodology, data analysis, conclusions and recommendations for teachers when they apply the Storytelling Method as a useful tool in the classroom.

Keywords: STORYTELLING METHOD, ENGLISH TEACHING, LEARNING THROUGH STORIES, MEANINGFUL LEARNING, SPEAKING SKILL, ACTIVITIES BASED ON STORIES.



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Cuenca, 13 de marzo de 2018

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DEDICATION

I would like to dedicate this great achievement to:

God for all his blessings.

To my loving and exemplary family, who have been my guides in achieving my goals?

To my father Mario Jara and to my sister Jennifer Jara for supporting me in my studies.

To the love of my life, Christian Sánchez, for showing me his love by taking my hand and not releasing it during this journey in order to fulfill this goal.

And especially to my mother, Sonia Fajardo, for being the most important pillar of my life, for taking care and supporting me at all times. This achievement is thanks to her.

My mom is the best!

Gladys Jara

DEDICATION

I want to thank God for giving me life and the opportunity to grow up as a professional. In addition, I want to dedicate this thesis to my parents, Mercedes Marin and Victor Siavichay, though they are not now with me, they are always in my heart. I hope that you are proud of me. Also, I want to thank my lovely son, Pablo Tenesaca, for sharing my happy and sad moments. He has been my reason and my strength for going on. I also want to express my gratitude to my aunt, Digna Alvarez, because she has been my support during this process of attaining my goal. Finally, I want to give my gratefulness to my tutor, Jean Paul Jara, who has guided me throughout this process.

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Gladys Jara

Maribel Siavichay

INTRODUCTION

English is considered vital because it is a subject that students from Ecuador are learning in their schools, high schools and universities. This research will take place at a high school in Cuenca, called “Bachillerato Ricaurte” which is located specifically in Ricaurte. The priority of this research is to apply an interactive method to promote the English speaking skill with eleventh grade students from “Bachillerato Ricaurte” because communication is an essential part of learning a foreign language.

Language is a way of communicating within a social environment. Using language people can express their ideas and thoughts and they can establish a conversation. According to David (2003), English has become one of the most useful languages in the world. Thus, learning a foreign language is important but it is not an easy task, especially when the students need to develop different skills to communicate. That is why teachers need to find the appropriate and best methodology to teach this subject. One of the most suitable tools to get the attention of students is the use of Storytelling. Through this method, students can develop their speaking skill in an interactive way (Crystal, 2003, p. 2).

The speaking skill will be studied in this research because it is considered difficult but important at the same time (Segura Alonso, 2015, p. 19). The use of stories, like Maynard (2005) describes, is “the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, and the way they make sense of the world and their own position within it” (Quoted by Samantaray, 2014, p. 41). Thus, the use of the Storytelling Method is focused on



helping students lose their fear of speaking English by giving them an active learning process. The Storytelling Method can be real or fictional, and can be presented through imaginary tales, facts, fairy tales and stories that students can create with the help of their teacher. With the use of storytelling the students have the opportunity to develop their speaking skills through the creation of stories.

At the same time, this research will be divided into chapters. The first chapter is the introduction. It consists of the problem, the research question, the description of the problem, the justification and the objectives of this study. The second chapter is the Literature Review, which includes definitions about speaking and their components, the importance of teaching speaking in class and the important aspects of the Storytelling Method. The third chapter is Methodology. This chapter is on the information of the methodology or technique selected, which will be used with the students. The fourth chapter is Data Analysis; it contains the facts and the results of the research. The last chapter will include the conclusions and recommendation of the research.

CHAPTER I

THE PROBLEM

1.1. Problem

English has an important influence around the world. It is not just important for education but is also useful in other areas, such as technology, science and also to communicate with others in a nation where people only speak English. For these reasons English is considered a global language (Crystal, 2003, p. 2).

Therefore, the English language is taught in different schools and universities in Ecuador. One of the most important aspects of learning English is to achieve an objective or goal, one of which is to communicate with others using the English Language correctly. Therefore, it is important to take into account that speaking is a crucial aspect of a foreign language. However, the lack of a broad vocabulary, knowledge of grammar rules and a lack of confidence to express oneself freely are the biggest problems when students are learning a foreign language. Furthermore, language becomes difficult for students when they take a course in the English language. They need to be motivated by using different activities at the moment of learning a foreign language. The use of stories to develop their interest in language learning is a great technique because it gives them the opportunity to learn in an interactive manner.

1.2. Topic

Developing the English speaking skill through the use of the Storytelling Method in eleventh grade students at “Bachillerato Ricaurte” High School

1.3. Research Question

Could the use of the Storytelling Method have an effect on the speaking skills of the students from “Bachillerato Ricaurte” High School?

1.4. Problem Description

According to a survey (Appendix 1) done with the English teachers at “Bachillerato Ricaurte” High School, they have mentioned that students of the eleventh grade have difficulties in developing their speaking skill because they cannot express what they think on a specific topic. Furthermore, pupils feel nervous when they are going to speak with another person, and they feel afraid because they cannot pronounce the words correctly and this causes frustration. All of this prevents them from speaking confidently with other people. As a result, they have significant difficulties improving their speaking skill.

The Storytelling Method’s aim is to make it easier for students to communicate in the target language, by expressing their feelings and thoughts. This method will give the students the opportunity to use the language because it contains activities in which they will speak and acquire more confidence. The Storytelling Method will help students begin to express their ideas while they enjoy learning at the same time. Also, it can help students to relax in the class while studying, so that they can acquire the target language through significant activities (Ministerio de Educación, 2016, p. 5).

1.5. Justification

The president of Ecuador, Rafael Correa Delgado, has signed an agreement with the organization Educational Testing Service (ETS) based in Princeton, New Jersey in The

United States. This agreement has helped the Ministry to obtain the rights to use the TOEFL exam in order to assess the English of public teachers. The reason for this is so that they can improve education in Ecuador and obtain better results. In addition, the President wants the students to speak English and communicate without any problem (Correa, 2012, p. 6-9).

According to Julia Hsu, the English language is an important part in a student's life because it provides them the opportunity to learn a new language, a new culture and, at the same time, students can develop different skills to communicate with other people (Hsu, 2015, p. 1-2). English, from an educational point of view, is very important to be taught in high schools.

Moreover, this method will be a great tool for pupils because they can achieve a better level of fluency. The Ministry of Education says that the students should have A2 level and be able to communicate with others in a foreign language without any problem, but they do not have this level according to the Pre-Test given to them. The purpose and use of this method is to improve their speaking skill and their ability to communicate naturally (Ministerio de Educación, 2016, p. 3).

Times have changed and education requires improvement in order to get better results. But the English learning process at "Bachillerato Ricaurte" High School, especially in the eleventh grade currently presents some difficulties with students not being able to express their ideas in English since they only have knowledge of some words or phrases but cannot express their thoughts correctly. Students are afraid and nervous because they cannot speak in English as properly as they would like to.

With the use of Storytelling the students will be able to interact with their classmates freely. They can create stories and share them with the class or tell a story

about their lives. Also, students can use extra material such as pictures or flash cards to talk about a story which can be real or fictitious. While they are learning in a fun manner, they will also be improving their ability to express their ideas and thoughts.

1.6. Objectives

1.6.1. General Objective

To measure the effectiveness of using activities based on the Storytelling Method to develop speaking skills in eleventh grade students at “Bachillerato Ricaurte” High School.

1.6.2. Specific objectives

- To select bibliographic information about the Storytelling Method.
- To apply the strategies of the Storytelling Method in order to improve the speaking skill.
- To present activities based on the Storytelling Method.
- To measure the outcome of the applied tasks based on the Storytelling Method.

CHAPTER II

THEORETICAL FRAMEWORK

The information presented in the literature review is significant and meaningful for this research. The themes of this review will focus on learning a foreign language, specifically within the speaking skill, the Storytelling Method, Piaget's theory and Chomsky's theory. These themes are going to be in the area of teaching and learning English as a foreign language to help the students at "Bachillerato Ricaurte" High School to improve their speaking skill.

2.1. Language Learning

2.1.1. Jean Piaget's Theory

In the past, there have been many psychologists who have investigated human thought and development in order to understand how people learn, obtain knowledge, etc. Jean Piaget focused his attention on children's development. One of Piaget's main contributions was based on the child's intelligence, that is to say, all human beings require intelligence in order to understand and adapt to their environment. As a result, interacting, exploring and curiosity are basic tools for constructing knowledge.

According to Piaget, children construct their knowledge based on their curiosity, due to two main processes. First, while children interact with the environment, they start to constantly create mental schemes. This is called organization and requires combining simple schemes in order to create more complex ones. Second, children analyze and adapt previous knowledge to be able to connect it to new information in their environment. This is what Piaget called adaptation and it is divided in two sub processes:

assimilation and accommodation. Assimilation analyzes the new information received based on the old information acquired. Accommodation modifies their previous knowledge to fit the new knowledge in the child's mind.

Piaget made an important contribution to our understanding about children and adolescent development through the years. Piaget began to develop some aspects that future teachers need to consider when they are working with children. Pinter (2011) emphasizes the importance of children developing their knowledge according to their age and their environment (p. 8-9).

2.1.2. Chomsky's Language Acquisition Theory

Noam Chomsky researched language acquisition. He suggested that language is an innate faculty, meaning that people are born with some innate grammatical rules about language. Chomsky developed the idea of Universal Grammar, which is the basis of all human languages. Children do not repeat all the things that they hear. Rather, they conclude norms from what they hear around them and it helps them to develop grammar and create new sentences (Chomsky, 1965).

Chomsky indicated that some patterns exist where children cannot learn just by watching or listening to people who are around them. Humans do not have a limited vocabulary because people constantly learn new words and phrases. All sentences are created with words assigned to specific places, word order, etc. Nevertheless, pronunciation will vary depending of the region where children grow up. Also, Chomsky discusses that people are born with some cognitive abilities that let them learn and develop certain skills. For example, Slobin (2004) described that children

demonstrate a facility for acquiring spoken language but require intense training to learn to read and write. Cognitive development theory may change as more knowledge is

acquired and added to the information that already exists (Quoted by Costley & Nelson, 2013, p. 3).

2.2. Speaking

According to Brown (2001), speaking is the ability to maintain a conversation with others, and to be understood. Also, we can determine whether a person reaches his or her target in the new language. Brown summarizes by saying that speaking is the interaction and the ability to communicate in the new language like a native speaker. He also adds that the speaker can transmit the message through gestures, physical distance, eye contact, body language and others (Quoted by Rachma, 2015, p. 10-11).

2.2.1. Components of Speaking

According to Harris (1969), there are five components in the speaking skill. They are: pronunciation, grammar, vocabulary, fluency and comprehension (Quoted by Andelina, 2014, p. 3).

2.2.1.1. Pronunciation

According to July B. Gilbert, pronunciation involves many challenges. The most important one is that the teacher does not normally have time to teach their students the sounds of the words, and when they do have time to teach them, they help them with the sounds of words, but sometimes they find some other challenges that hamper them from continuing to teach pronunciation (Gilbert, 2008, p. 1).

2.2.1.2. Grammar

Grammar is one of the important aspects in the speaking skill, although it is not the most important element. Penny Ur (1996) describes grammar as the way words are put together to make correct sentences. This is done using different rules that each language uses to create a good sentence and to express a correct idea or thought. If the structure of the sentences is grammatically incorrect, the meaning of the sentence can change and the message will be confusing. In addition, with the use of grammar rules, for example, to determine if the sentences are in past tense, present or in future tense. By using correct grammar, students can express their ideas correctly or create a dialogue (Quoted by Fajariani, 2010, p. 17).

2.2.1.3. Vocabulary

Hornby (1974) describes vocabulary as the total number of words that make up a language. Students need to understand that if they do not learn vocabulary, they cannot speak or write effectively (Quoted by Pilu, 2016, p. 71).

Consequently, it is important to know the meaning of the words and how to use them (Diamon & Gutlohn, 2006). It will be useful for the students to develop their fluency because they can create sentences that express their ideas or thoughts. Strong vocabulary creates achievements that they will be able to use in different contexts (Quoted by Fortes Ferreira, 2007, p. 11).

2.2.1.4. Fluency

According to Hartmann and Stork (1976), “A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on

content rather than form, using the units and patterns automatically at normal conversational speed when they are needed” (p. 2). Thus, fluency in speaking is the goal of English language learners because in attaining this, they will be able to speak spontaneously, properly and not use too many pauses when talking. (Quoted by Dina Al-Sibai, 2004).

2.2.1.5. Comprehension

According to Clark (1977), comprehension “in its narrow sense, denotes the building of meaning from sounds. Comprehensibility, in its broader sense, is the interpretation of meaning and utilizes the speech act conveyed” (p. 5). Therefore, it involves interpreting the meaning of the conversation or the message received, taking into consideration that the sounds or gestures that students can use when speaking are important to obtaining clear information. Thus, comprehension of English as a foreign language is more difficult because, if students do not understand something, they cannot then establish correct communication with others (Quoted by Rahman, 2007).

2.3. How to Teach Speaking

According to Harmer, the students have to be clear on what kind of speaking is presented within a specific topic, and what grammar has to be used (p.88). Also, the students use the language based on oral tasks that the teachers give them for using the language. It is important to give the students a speaking task because it motivates them to use all the language at their command. There are three reasons why it is a good idea to give them a speaking task. First, the teachers give students a free discussion topic where they can choose a topic of their choice for rehearsing. This specific topic has to be about a part of their lives and will be presented in a role-play exercise and will give them the opportunity to rehearse a real life event in the safety of their classroom.

Second, teachers can see how the pupils use the language and what problems they have with the language at the moment that they use it. The teachers explain to their pupils the mistakes that were made when they spoke. It will help them to realize that it can be easy to use the language and they notice where improvement is needed with the speaking skill. Speaking activities give them confidence and satisfaction for learning a foreign language because they can express their ideas without fear. The third one, the good activities can help students to have a high motivation and they can interact with each other at the same time. They lose their fear of speaking and they feel more enthusiasm for learning English. In addition, it lets the teacher give them feedback and the teachers solve problems that they find in their class when the students are speaking (Harmer, 1998, p 87-88).

2.4. History of Storytelling

According to Dr. Michael Lockett (2007) the beginning of storytelling is difficult to know because it does not have a specific date as to when it began. Its origin and how it developed through the years is hard to discover, but in recent years more information exists about the history of stories. For example, in 1940 a group of children discovered something in the Pyrenees Mountains, which caught their attention. The children found drawings of extinct animals in the Lascaux Caves.

More than 2000 drawings painted by primitive people were found in the Lascaux Caves, most of them were of animals. Several of the animal drawings could not be identified but 900 of the drawings could be recognized. Also, paintings of cattle, birds, bears and even one of a rhino were identified. Moreover, the drawings of a human appeared on the cave walls. All the images were inspected and found to have particular elements of a narrative or a story. The drawings date back to 15000 and 13000 B.C.

Thus, that evidence helped to recognize that storytelling has existed for a long time.

Other evidence that storytelling has existed for a long time is the “Epic of Gilgamesh”, which tells of a king and lived around the year 3000 B.C. All the stories about him were transmitted orally until the “Epic of Gilgamesh” was printed on clay tablets and carved onto pillars of stone around 700 B.C. Finally, these stories have been used for different purposes such as communication, entertainment and religion. And this information shows that stories have been transmitted through the years until today (Lockett, 2007, p. 1-2).

2.4.1. The Storytelling Method

According to Maynard (2005), stories can be told in different ways; they can be made up or real. Stories can help people communicate with other people. Furthermore, people can transmit their experiences, and their feelings through stories. Also, people understand that the imagination of other people can be transmitted through a story. A story is not only used just for children but also for young people and adults who love stories, because they are engaging and can be entertaining. Moreover, people communicate and share their ideas using their own lives or using their imagination. There is a connection established when communicating in a comfortable environment (Quoted by Samantaray, p. 41).

English, from an educational point of view, is very important and that is why it is taught in high schools. Through English, students can acquire knowledge on a foreign language. Students can develop the four skills (speaking, writing, reading and listening) with the purpose of communicating with others. The Storytelling Method will be a useful tool in which the teachers can improve their methodology, and enhance the motivation of their students to learn and speak a new language. In addition, a substantial

characteristic of this method is that students can gain confidence and probably improve their four skills because they will be able to use the language in a purposeful manner.

2.4.2. Using Storytelling for Educational Purposes

According to Awad Sulaiman Keshta (p. 4), stories have existed for a long time and many people have talked about stories throughout history. Thus, each person today has a different way of telling stories because each person sees the world in a different way. By telling and listening to stories, students can gain more vocabulary and they can better develop different English skills.

Speaking is very important because it gives students the opportunity to tell stories about their lives and experiences. Furthermore, this method helps them to express their ideas through creating new stories. Thus, it gives the pupils a chance to interact with people, giving them the opportunity to exchange ideas with others.

In addition, this method can be used to teach different subjects in a fun way, such as literature, because it can help them to construct their own knowledge and critical thinking in different contexts. As a result, this method helps to reinforce values and morals that students should know and apply in their lives. They can also identify the different messages that are present in a story in different ways, because each of them has a different point of view about the context and the message of the story.

Finally, the Storytelling Method reduces students' fears when they are going to talk with others because this method gives them the opportunity to choose stories that they want to tell their classmates. This can make them feel more confident and their learning can improve because they are expressing ideas or feelings with which they are already familiar, such as, classmates' stories, families' stories and their own stories.

They have greater confidence in themselves and their learning will be more meaningful and memorable. This method is a powerful tool for teaching and for developing the speaking skill (Sulaiman, 2013, p. 4).

2.4.3. Educational Advantages of Storytelling

According to Heidi Bordine Fitzgibbon and Kim Hughes Wilhelm, storytelling is a pedagogical tool because research literature has shown its many advantages: it encourages students and builds interest and confidence (p. 24). This method has the power to teach the importance of multiculturalism. The stories teach them the similarities and differences among different cultures. Also, they can notice their strengths and weaknesses while they are telling their own stories. Much research evidence shows that this method is indeed a powerful tool in education because it promotes more interest in reading, which will increase their vocabulary and stimulate them to have more confidence in themselves when they tell their stories. What is more, they do not realize that they are learning because they are enjoying their storytelling.

Pesola (1991), describes storytelling as “one of the most powerful tools for surrounding the young learner with language” (p. 24). Furthermore, Pedersen (1995) explained that teachers use storytelling as a pedagogical method, especially working with children to develop their communication and their writing. Pedersen also says that children can use storytelling to be in touch with real language, since in this case it refers to real communication (p. 23). Listening is another important skill that can be developed. The benefits that storytelling presents are many, such as: effective feelings and the capacity to establish a social communication through their stories. An



interesting activity to be done in class is to help students create and develop their stories in groups (Quoted by Bordine Fitzgibbon & Hughes Wilhelm, 1998).

Storytelling is an important part of education because it has many advantages for students who are learning a new language. In this case, students can work with the teachers to develop fluency, pronunciation, vocabulary and other abilities. Another important point is that students can begin to understand or recognize the grammatical structures of the new language, and improve reading and writing skills. Also, students can develop listening skills while they listen to the stories of other students.

There are many stories where students can use their imagination to create interesting stories. Also stories are a way to express different feelings. It is considered an important method to teach and learn a new language in an interesting and fun way. Nancy Anderson (2005) talks about stories as being the oldest way to remember things (p.77). Many years ago, people told stories to preserve information, traditions and history. Different groups of people passed their stories on to young people to preserve the values and information of the older generations before the invention of written language. All the different cultures know about tales that were shared only in an oral form, and those are part of our humanness. Many of the stories were used just for entertainment, but others were used to show the history of multiple generations. At the same time, stories were used to teach lessons, values, beliefs and history. Other stories were used to explain natural phenomena such as the cycle of night and day, and religious beliefs. Some of the stories were recited along with music (Quoted by Dujmovic, 2006).

It is important to remember that through tales people can express different feelings or dreams. People can be part of a story by sharing their experiences with people who are interested in learning from other people's lives.

2.4.4. Classroom Interaction

According to Mateja Dagarin, classroom interaction happens in four ways: (1) teacher to learner; (2) teacher to learners; (3) learner to learner, and (4) learner to other learners. In the first one, a teacher is the guide for the class. The teacher decides which way the whole class will communicate and makes decisions about the activities, vocabulary and structure that will be given to the students. In the second one, the teacher refers to the whole class but the expectation is that a specific group answers the question. When this happens they are evaluating the communication in an informal way. In the third one, called "pair work", the teacher divides the class in pairs in order to do work and helps them with advice for a whole group and each group reports its work with the teacher as a consultant of each group. In the fourth one, it is called "pair group" because the teacher puts the pair into a whole group and each group reports its work of this activity and the teacher is a consultant of each group (Dagarin, 2014, p. 129-130).

2.5. Case Studies

2.5.1. Case Study I

Improving the Students' English Speaking Competence through Storytelling

It is essential to know that some different researchers are focused on the Storytelling Method, and it helps to take into account the effectiveness of their research. In this case, a study was recently conducted at Pangeran Diponegoro Islamic College located in Indonesia. The course in which the study was conducted had 25 students. The

name of their study was “Improving the Students’ English Speaking Competence through Storytelling”.

In this study the researcher used two techniques to analyze different types of data. The first one was “qualitative data” and the other one was “quantitative data”. In analyzing qualitative data, the researcher used a Constant Comparative Method. According to Conrad, Neumann, Haworth & Scott (1993), that is a method which “combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing” (Quoted by Kolb, 2012, p.83).

In analyzing quantitative data, the researcher used a pre-test and a post-test to measure the speaking ability of the students before and after the use of the Storytelling Method; therefore, descriptive statistics were applied to analyze the results of the tests.

The use of pre and post-testing helped to determine if the method worked well or not. After checking the results of the research, these supported the claim that the Storytelling

Method can develop the speaking skill. The results indicated that this method helped to improve the fluency, grammar, pronunciation, vocabulary and context of a topic.

Each one of these speaking components were improved in different ways, helping the students to achieve better communication using the grammar rules correctly, having knowledge of a wide vocabulary, and expressing their ideas or thoughts in a fluent way and without straying from the principal ideas of the context that students were speaking about. The researcher concluded that the use of Storytelling made students feel comfortable when learning; they were motivated, and the method was also a

stimulus for them to develop their speaking skill (American Research Institute for Policy Development, 2013, p. 22-23).

2.5.2. Case Study II

Storytelling to Improve Speaking Skills

Another case study was applied in Indonesia by Amru Bin from the University of Syiah Kuala. The objective of this study was to measure the ability of speaking after the students practiced through the use of the Storytelling Method. The study was applied with two groups from Takengo. The first group used the Storytelling technique to obtain information about its benefits. The second group was taught with a conventional technique.

Moreover, a pre-test and a post-test were applied to evaluate the effectiveness of using Storytelling. The results of the pre-test in both groups were similar but the results after the application of the methods were different. The results changed because the group was taught by a conventional technique. Therefore, this study concluded that there was a significant result in the improvement of speaking abilities with the use of storytelling technique (Bin As, 2016, p. 196-203).

2.5.3. Case Study III

Studies on Storytelling

The other case study was applied in the Supervisory Management Program at Western Wisconsin Technical Collage (WWTC) to adult students from the ages of 18 to 25. The objective of this study was an analysis of the effectiveness of storytelling with learners in Supervisor Management. Also, this program was offered in an intensive learning format. It contained the use of the alternative methods for improving the

quality of teaching and quantity of learning within a shortened time frame as compared with traditional methods.

The participants of this study were between 14 and a maximum of 17 students with approximately 25% of the class being male and 75% female. The 17 students participated in the first session of this study and 14 students were presented during the second session a week later. The researcher used three instruments for developing a measurement of the effectiveness of storytelling as a teaching and learning strategy for adults. These instruments were: a survey, a pre-test and a post-test. The researcher created the instruments to measure the level of reflective, transformational and

experimental learning. The objective of the pre and post-test was to measure information retention and gauge the learner's ability to apply the learned information to their respective workplaces. The results of the study were the highest mean score of 4.67, which indicates a high learner engagement level. Learner engagement levels were the second highest measure as compared to the other five areas measured. In addition, the result of the survey indicated a high mean score of 4.53. Also, when the students were exposed to storytelling in the classroom they were highly engaged in the learning process and they processed information on a deeper, more meaningful level.

Furthermore, in this study the students revealed the capacity to retain and retrieve information through the storytelling method. The result of using the storytelling method shows positive experiences. The success of the use of the storytelling method as a teaching pedagogy was based on storytelling skills of the narrative and the content of the stories (Eck, 2006, p. 65-72).

CHAPTER III

METHODOLOGY

3.1. Basic Methodology

To carry out this project, bibliographical information about the Storytelling Method was collected to establish its use at the moment of developing the ability to speak. Many web sites, books, articles, and journals of different authors were taken into account to elaborate this research. A quantitative approach was used in this project because the purpose of the current research was to establish students' speaking ability after applying the storytelling method. Therefore, the students' speaking was determined by the application of a pre-test at the beginning of the research. Then, the Storytelling Method was used with the students and a post-test was administered to get quantifiable information about the effects of the method. In addition, a rubric (Appendix 3) was used to measure the speaking skill of the students through the application of the pre-test and the post-test. It is important to highlight that this research was not a complete experiment because it did not use a control group to see the difference between the application of Storytelling Method and the traditional method of instruction.

3.2. Participants and Sample

3.2.1. Location and Purpose of the Study

The purpose of the study was to help students of "Bachillerato Ricaurte" High School to improve their speaking skill. Bachillerato Ricaurte is located in Cuenca, Ecuador and it is a public high school.

3.2.2. Participants

The participants of the project were of both genders. There was a group of thirty-one students in the eleventh grade, which was composed of twenty-two boys and nine girls. The students had English classes five hours per week and the researchers had the opportunity to use all of these hours during the week. Thus, the intervention of the storytelling method was of 32 hours and each class hour was about 45 minutes long. The group of students was selected randomly because it was assigned by the Principal. The application of the method was administered from October 26, 2016 to December 16, 2016.

3.3. Data Collection Technique

To start this project a request was sent to the Principal of “Bachillerato Ricaurte” High School asking for permission to apply the Storytelling Method (Appendix 4). The Principal collaborated with the researchers and allowed the application of the method. After that, a pre-test (Appendix 2) was designed to measure the speaking skill of the students before the application of the method. Also, it was essential to get information about the difficulties that the students presented with respect to their speaking ability. Then, the researchers applied the Storytelling Method taking into account the content of the unit that the teacher needed to cover. Thus, a lesson plan (Appendix 5) was designed to cover the unit through the use of the Storytelling Method. At the end of the project the researchers evaluated the students again with a post-test, which was the same as used in the pre-test (Appendix 2).

3.4. Application

The intervention of this project was focused on helping students to improve their speaking skill as mentioned previously. Thus, a pre-test was applied at the beginning of the project. Then, a lesson plan was created by the researchers taking into account the teacher's plan and the method that the researchers needed to apply. Therefore, the materials designed for the students were focused on the objective of improving the students' English speaking skill through the use of the Storytelling Method. First, the teacher gave out some vocabulary and grammar rules through the use of stories and flashcards. Then, the students created their own stories, which were real or fictitious. They used materials such as the pictures of their books, flashcards and cardboard to tell their stories to their classmates. It was useful in increasing their ability to speak English and to lose their fear of talking. Moreover, extra activities, such as warm ups at the beginning of the classes, games, worksheets (Appendix 6) and also homework were used as feedback at the end of the classes. Finally, a post-test was applied to measure whether each student's performance in the English language had improved.

3.5. Hypothesis

Students will improve their speaking skill after using of the Storytelling Method at Bachillerato Ricaurte High School.

CHAPTER IV

RESULTS AND ANALYSIS

4.1. Analysis and Interpretations

The present project was focused on the use of the Storytelling Method with the aim of helping students from “Bachillerato Ricaurte” High School to improve their speaking skills. At the beginning of the study, the researchers selected the questions for the student`s English Diagnosis Speaking Quiz. The questions were selected from Active English book 2 (Reid, Rujana, & Nuñez, 2013, pp. 5-10).

Therefore, the students` speaking skill was determined by the application of a pre-test at the beginning of the project and a post-test at the end of the project to obtain better information in order to analyze the results after the application of the Storytelling Method. Amy Schade (2015), mentions that “Pilot testing is a session before the real test that helps fine-tune usability studies, leading to more reliable results”. Therefore, the first group was students of “Mecatronica B”, whom the researchers used the pilot test on. Following this process, “Mecatronica A” was the course that was selected randomly for the project. A pilot test was taken to determine if some changes were necessary in the pre-test. Thus, the results of the pre-test and post-test helped us to ascertain whether the method applied had satisfactory results or not.

4.2. Analysis of the Teacher`s Survey

4.2.1. Results of the Survey

The researchers went to “Bachillerato Ricaurte” High School and asked the Principal, Ing. Guillermo Arias, if he could give them permission to apply a survey to



English teachers. The Principal selected two English teachers who answered the survey to find out the students' knowledge in the area of English. These were very willing to provide us with the information needed. The researchers handed out sheets of paper to the teachers that contained 12 questions. The teachers wrote their answers on them. The first question was: How do you feel when you are teaching a class? They stated that they felt comfortable. However, they had a few issues with teaching that caused them to struggle. The second question was: What is the methodology that you use for teaching English? The teachers explained that they employed three steps for teaching their class. These were: anticipation, construction and consolidation. However, they did not specify the method they used for teaching their students. The third question was: What experience do you have with your students' speaking skills? The students were not willing to speak English due to fear of speaking and many of them felt unmotivated. The fourth question was: How do you communicate with your students? The teachers explained that, the students did not speak English all the time because they spoke in Spanish, also. The fifth question was: How often do your students ask questions? The students almost never asked questions in class. The sixth question: What is the weakest skill of your students and why? The students' weakest skill was speaking because they could not communicate or express their ideas with others. The seventh question was: Do you think your students can communicate without any problems? The students could not communicate with others in English because they felt it was very difficult to express their ideas, as they did not have enough vocabulary. The eighth question: Do you think your students can communicate with other people anywhere? The students did not communicate with others unless they felt a real necessity. The ninth question was: How often do your students speak English in class with your classmates? The teachers tried to integrate the speaking skill with their students. In this way the students were able to

communicate in groups, pairs or with the rest of the class. However, it was in a minimal way. The tenth question: Do you think your students can maintain a conversation on any topic? It depended on the topic that the students were given; if it was a familiar topic they could communicate easily, but if the topic was not familiar for them they could not communicate correctly because they did not understand the new verbs and it was for this reason they could not use the correct grammar structure, pronunciation and fluency. The eleventh question was: How do your students feel when they are speaking with you? The students felt comfortable when they were addressed. The twelfth question: How do your students feel when they are speaking with their classmates? The students felt more relaxed when they were talking with their classmates and they felt confident because they were not afraid of making mistakes. Also, they tried to communicate with their classmates but they did not realize that they made some mistakes when they talked. The teachers used some strategies to help their students in developing their speaking skills. These were: role-play, music and dialogues. However, these methods were not enough to improve the speaking skill.

4.3. Analysis of the Pre-test Questions

The following chart presents a clear idea of the project's pre-test and post-test questions that were used with the different points that were taken into account at the moment of the application of the tests. The chart presents the different parameters applied and the variables or sub-skills that were important for improving the students' speaking skills.

Table 1: Questions of the Pre-test and their Variables

Questions	Variables	T.S.V/5
Were you at the mall yesterday?	Pronunciation	



Were you at school last Friday?		1-5
Where were your parents last month?	Grammar	
Where were you yesterday?		
Did you do your homework?	Vocabulary	
Did you play soccer last week?		
Where did you go on your last vacation?	Comprehension	
What did you do last Christmas?		
Description of five pictures about a story		

Source: Jara - Siavichay

Note: T.S.V: Total score of each variable

QUESTIONS

Question 1. Were you at the mall yesterday?

This was an easy question for the students because it was familiar for them, but the problem was that they gave an incomplete answer. That is to say, some of them just said “Yes” or “No”. They forgot to use the appropriate grammar rules to give a complete answer like: “Yes, I was at the mall” or “No, I was not at the mall”.



Question 2. Were you at school last Friday?

This question is similar to the first one. Most of the students were able to give an answer but the problem was that they gave an incomplete answer, as they did with the previous question. They answered with only a “Yes” or “No”. Another important aspect was that four or five students were focused on the word “Friday” rather than the full context of the question. They interpreted it with the wrong meaning and confused it with the word “Birthday”, answering with the date of their birthday.

Question 3. Where were your parents last month?

As with the other questions the majority of the students gave short answers. They knew what the question was about but they could not respond in a complete sentence. Virtually the entire class answered “at home”, but a few students did not concentrate and gave an incorrect answer like “Yes” or “No” instead of stating a place or city where their parents usually stay.

Question 4. Where were you yesterday?

It was an easy question for the students but they gave short answers like: “At the park”, “At home”, “At school”, “At the mall”. However, they forgot to use the grammar rules to give a formal and complete answer like: “I was at the park”.

Question 5. Did you do your homework?

This question was familiar for the whole class. Thus, they gave a correct answer: “Yes, I did”. Except for a few students who answered: “No”. In this case, they forgot to use complete answers.

Question 6. Did you play soccer last week?

Most of the students understood the question because it was easy for them to understand what this question was about. The problem was that they gave just short answers like: “Yes” or “No”, instead of giving a complete answer using the different grammar rules correctly.

Question 7. Where did you go on your last vacation?

The students understood the question but it was difficult for them to express it by themselves. They only wrote incomplete sentences like: “At home”, “With my family”, “In Cuenca”, “At the beach”, but they did not take into account the grammar rules to respond in a formal way.

Question 8. What did you do last Christmas?

As with the previous question, the students understood the question but it was difficult for them to speak for themselves fluently. They just said some isolated words as an answer and did not speak correctly. For example, they only responded: “eat”, “play”, “study”, etc. But they did not use the correct complete answer and did not take into account English grammar.

Question 9. Description of five pictures to form a story?

It was difficult for the students to describe the pictures correctly. Only a few students tried to give an answer using complete sentences in the past tense with each one of the pictures but the majority of the students used just one word, in this case a

verb to describe the images. Also, some other students did not describe the images in order, following the sequence of the story. They only described the images in which the English verb was easy to remember.

4.4. Pre-test Analysis

The pre-test was administered to 31 students of “Mecatronica A” from the eleventh grade at “Bachillerato Ricaurte” High School as mentioned previously; the main objective was to know the results at the beginning as well as at the end of the storytelling application. The pre-test was administered to the whole class. The two researchers performed a student-by-student evaluation that took between five and ten minutes each. The pre-test took around three and a half hours and it was sufficient time to complete the entire task.

In this intervention some variables, such as pronunciation, grammar, vocabulary and comprehension were taken into account (Appendix 3). Also, each one of them had a score from one to five, where (1) represented little/no attempt, (2) represented missed expectations, (3) represented approaches expectations, (4) represented meets expectations, and (5) represented exceeds expectations. Consequently, each one of the variables was analyzed taking into account the different parameter scores (Adribeck, n.d.).

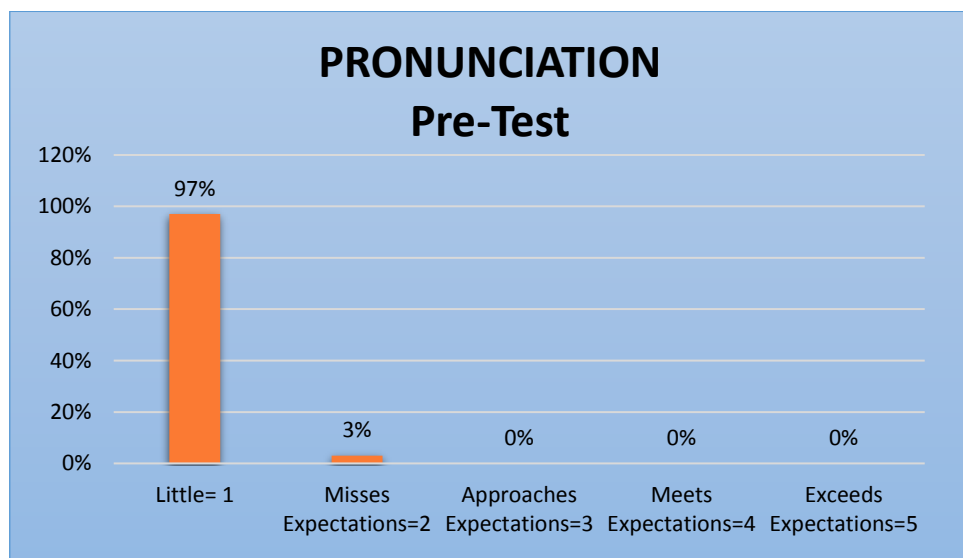
4.5. Analysis of the Variables

4.5.1. Pronunciation

The first variable was pronunciation, which is an important component of the speaking skill. Thus, correct pronunciation gives clarity to the message. In this way, the

students` pronunciation was considered in the pre-test. The results showed that, while the students had some notion of how to write some words, they did not have a clear notion about their correct pronunciation. For example, some students wrote the words on a sheet of paper in response to the test questions, but they could not pronounce them correctly. Also, other students repeated the words many times trying to pronounce them properly. Thus, thirty students (97%) scored low, which represents little/no attempt, according to the parameters established. This was because the majority of the students were nervous and in some cases they repeated the words trying to pronounce them correctly without success. Just one student (3%) showed a better pronunciation than the other students. The next graph illustrates the results of this variable.

Graph 1: Pronunciation Pre-Test (%)



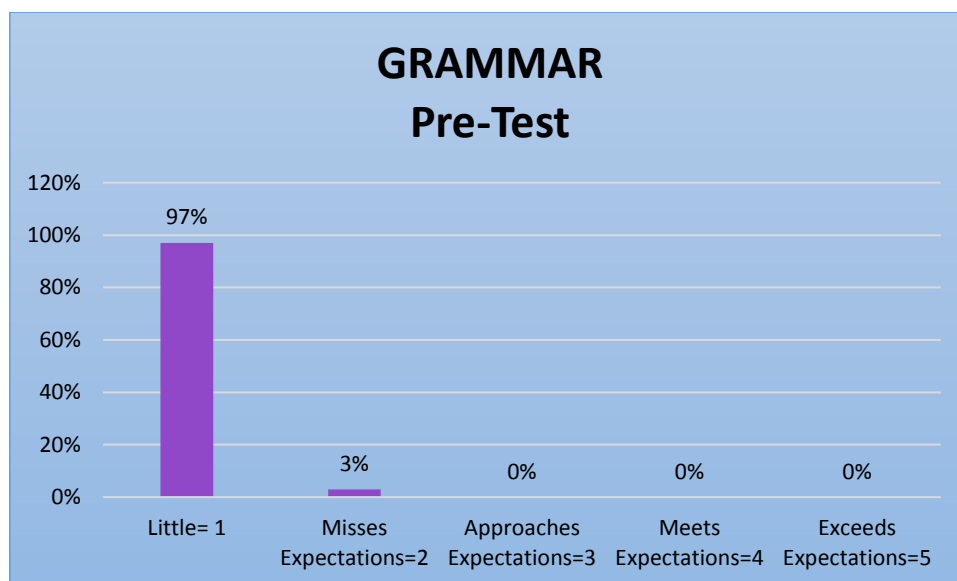
Source: Jara – Siavichay

4.5.2. Grammar

The second variable was grammar, which is an important element of speaking because it helps to improve the use of the language. Also, the correct use of grammar gives a clear meaning of the message and is easier to understand. But in the application of the pre-test many students had difficulties with grammar rules because they would change the word order in a sentence or sometimes they would give an incomplete

answer to yes-no questions, and some other students would use the present tense and the past tense in a short sentence to give an answer. The results of the pre-test, considering the grammar variables, were: those thirty students (97%) got the parameter of little/no attempt. One student (3%) got a parameter of missed expectations. Nobody else got a better score than the previous one. The following graph shows the results of the grammar variable.

Graph 2: Grammar Pre-Test (%)



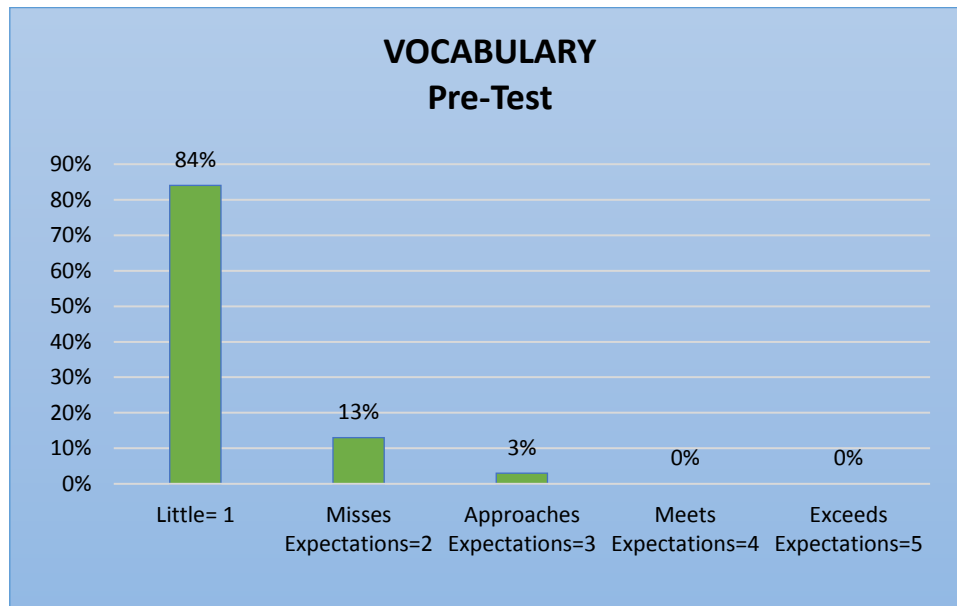
Source: Jara – Siavichay

4.5.3. Vocabulary

The third variable was vocabulary, which is another important component of speaking, because a good vocabulary knowledge helps to create good sentences and in this way, transmits different ideas or thoughts. Thus, if students had a good vocabulary they could understand and transmit a message. Nevertheless, the students presented a low knowledge of vocabulary. It was notorious because they knew just a few words that they repeated many times to give an answer on different topics. For example, the vocabulary that many students used was: play, home, study, read and mall.



Therefore, the results obtained demonstrated that twenty-six students (84%) obtained the parameter little/no attempt as the graph shows. For four students (13%) the parameter was missed expectations. It was because they knew some other words that helped them answer the questions. Also, for one student (3%) the parameter obtained was approached expectations. In this case, the student had a higher level of vocabulary than the rest. Thus, the results showed that the students present a low level of vocabulary. The next graph gives us a better idea about the students' level of vocabulary.

Graph 3: Vocabulary Pre-Test (%)

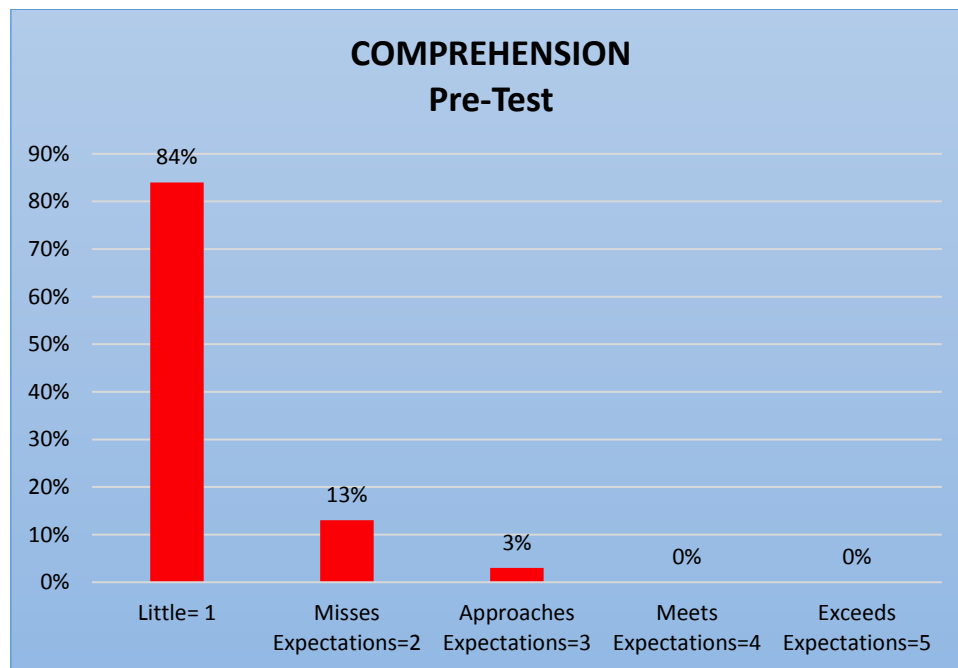
Source: Jara – Siavichay

4.5.4. Comprehension

The last variable was comprehension, which was a useful speaking component on the pre-test because if the students are able to understand the questions, they can answer them. Some students understood the questions easily but were nervous when answering them, while others felt more comfortable answering. However, the majority of students could not understand the questions because they focused just on a word that they knew or understood and not on the complete question. Also, a curious fact was that a few students listened to the pre-test questions but they gave an answer in Spanish. In other words, they understood the different questions of the test but they could not express themselves in English. Thus, it is important to understand the information or message to give an opinion or conclusion about something. In this way, the pre-test indicated that twenty-six students (84%) got the little/no attempt parameter. Four

students (13%) got the missed expectations. One student (3%) got the approached expectations parameter. Zero students (0%) got a better score. Therefore, the students presented a low level of English comprehension in class. The graph shows a perspective of the comprehension that the students had.

Graph 4: Comprehension Pre-Test



Source: Jara – Siavichay

4.6. Analysis of the Application of the Storytelling Method in English

Classes

It is important to know the activities that the teachers did during the class because these have helped us to understand the methodology that was used for teaching and developing their students' speaking skills.



The lesson plan consisted of six lessons in the second unit. The title of this unit was: *After School*. This unit focused on the Past Simple. The activities that were used were the following:

Lesson One: the teachers did a warm-up activity. This was a double puzzle with time expression in the simple past at the beginning of the class. After that, the teachers used pictures of activities on what they did the previous weekend. In addition, the teachers added time expressions in the simple past for each activity and they explained their use at the end of the sentences. Then the teachers told a story to their students about their activities. After that, the teachers paired students up and they talked about what they did during their last weekend and at the same time they created their own story.

Lesson Two: the teachers did a warm-up activity. It was a crossword puzzle about some places that the students could visit. Next, the teachers asked them about the places they knew. Then teachers showed pictures of places that there were in the book and the students had to describe them one by one. In addition, the students talked to a partner about the places where they would like to hang out. Moreover, the teachers did the next activity in the book. The students had to listen and circle the correct answers, which were either true or false. In addition, the teachers told their students about the activities that they did after their job. The teachers used the Storytelling Method for this. After that, the students had to relate their after high school activities using The Storytelling Method.

Lesson Three: the teachers played a game as a warm-up activity using the verb *to be* in Past Simple. The students had to find the verbs in the simple past. Then the

teachers showed them some pictures in order to make up an imaginary story about their childhood using the verb *to be*. Next, the teachers explained the grammar structure of the statements, of yes/no questions and of information questions. Also, the teachers assigned an activity for the students to do in their book. Then they had to do the following activity in the book and they had to pair up and ask their partner questions. After that, the teachers told them to form groups to create an imaginary story about their childhood using the Past Simple with the verb *to be*. In addition, they had to present their imaginary story in the next class. Moreover, the teachers asked the students to do the following activity in the book. The students looked at the images, then described the pictures. After that, the teachers made them listen to the article and they understood what it was about. Then the students read the article and drew a circle to answer true or false.

Lesson Four: the teachers did a warm-up puzzle on regular and irregular verbs at the beginning of the class. After that, the teachers showed some pictures and they told a true story that happened years ago using the Storytelling Method. Afterwards, the teachers wrote this story on the board. Next, the teachers underlined the verbs in the Past Simple. In addition, the teachers explained the grammar structure of negative and positive sentences, Yes/No questions and information questions in the Past Simple. Then the students did an activity in the book. Following that, the teachers told their students to investigate a true story that had happened and to share it with the class. The students told this true story and they used the strategy of the Storytelling Method.

Lesson five: the teachers did a warm-up puzzle on after school activities. The teachers asked the students to find a partner and they asked each other what they had done the previous year and had to write down their classmates' answer. After that, the teachers showed the pictures in the book and the students had to describe the story

following the events or situations. Finally, the teachers asked the students to search for pictures about events they could use to create an imaginary story and they told their story following the events.

Lesson six: the teachers played a game using the verbs in the Past Simple. Then, the teachers asked the students to do the Unit Summary of the book. In addition, the teachers asked the students to create an imaginary story using regular and irregular verbs. The students could decide what kind of story they wanted to tell. Then the students presented their stories to the class. Finally, the teachers did an assessment of Unit 2.

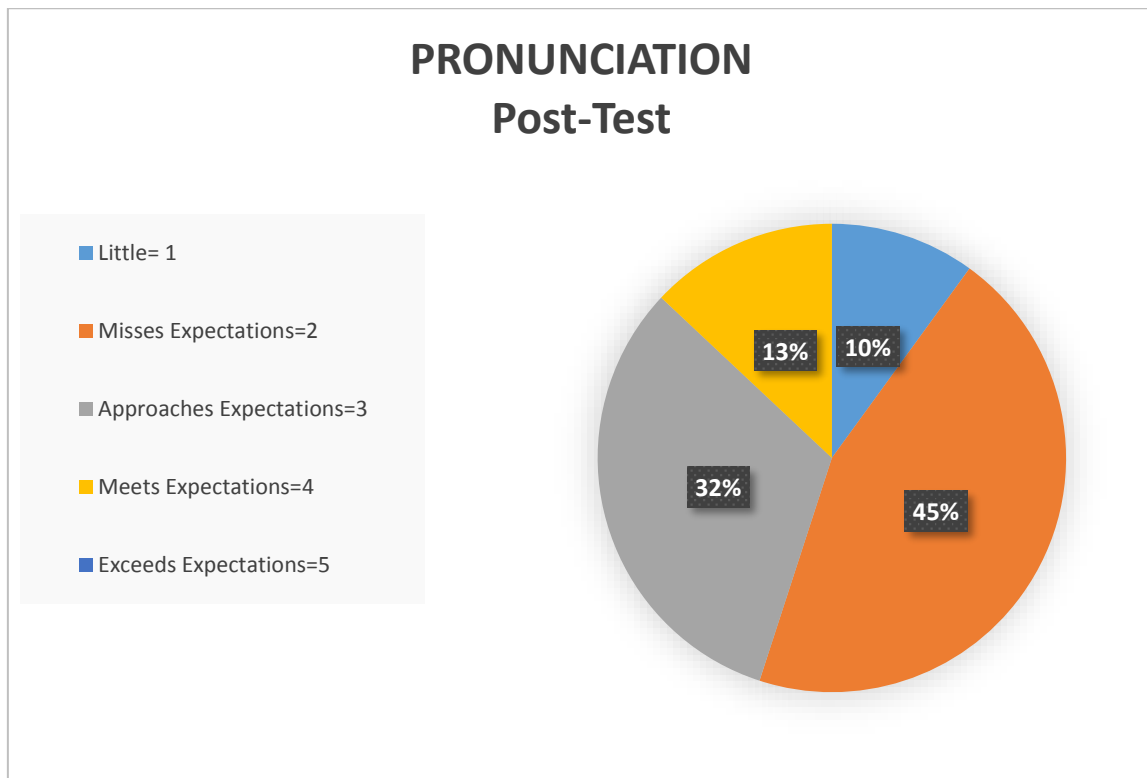
4.7. Post-Test Analysis

The objective of the Post-Oral Test was used to see if the students had improved the level of their speaking skills after this object's intervention. This Post-Oral Test was applied to 31 students from the eleventh grade with the objective of knowing the results after the Storytelling Method had been applied. The same four variables of category range from the Pre-Oral Test were used for this analysis. The results of the Post-Oral Test are explained below.

4.7.1. Level Pronunciation (Post-Test)

Pronunciation is an important variable with the speaking skill because if the students can pronounce the words correctly, they can communicate with others and the others will be able to understand them. In this case the students improved and they achieved good results after the application of the Storytelling Method in the classroom. The graph below shows the results of this variable.

Graph 5: Pronunciation Post-Test (%)



Source: Jara – Siavichay

The results of this variable were achieved according to the following parameter:

With 3 of the students (10%) the parameter was; little/no attempt, because they could not manage a correct pronunciation. To illustrate this, one day, during a class, the teachers asked them the question, “What did you do last weekend?” They felt nervous and when they answered, they could not pronounce the words correctly. In this case, the problem that the students had with this variable was that they could not overcome their fear of speaking. With 14 students (45%) the parameter was “missed expectations”. In this situation, the learning improved in this variable because when they were in class the teachers showed them cards with time expressions in the Past Simple like: *yesterday*, *last week*, *last weekend*, *last year*, *last month* and *last Monday*, and the teachers showed pictures related to activities that the teachers did the day before. Then the teachers told them the activities that they had done using time expressions. For example: I played

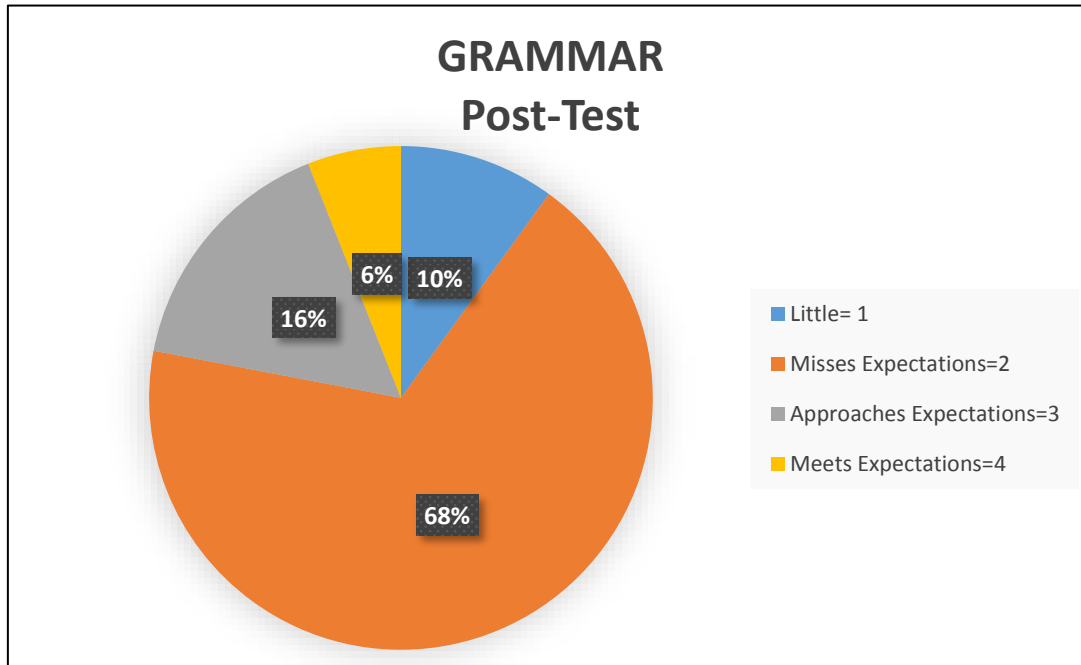
basketball with my friends last weekend. After that, I went to visit my grandparents with my family last weekend. Then the teachers asked the pupils to repeat after them. The students repeated and associated the words with the images and at the same time they internalized the correct pronunciation of the words. This strategic use of storytelling was useful for them. With 10 students (32%) the parameter was “approached expectations” because the students listened to the teachers. The teachers asked, “What did you do last weekend?” and they answered correctly. In addition, the teachers showed them pictures and the students told a story according to the activities that they did the previous weekend. For example, one student said: “I went to a park with my family, then I played indoor soccer but I lost”. Then the teachers read the students’ stories and they read after them. The teachers read and the students understood the activities that their classmates had done during his/her previous weekend. This activity helped them to improve their pronunciation. With 4 students (13%) the parameter was “meets expectations” because the students presented an oral exposition on their previous weekend. The students told the class about their activities during their previous weekend and showed pictures. They could pronounce the words better than the others. The results showed that the students could improve their pronunciation through The Storytelling Method because it gave them the opportunity to listen to and tell stories.

4.7.2. Level of Grammar (Post-Test)

Grammar is an important variable in the speaking skill because if the students can form sentences correctly, they can communicate with others and be understood. In this case the students achieved the highest level in this variable after using the

Storytelling Method in the classroom. The graph below shows the results of this variable.

Graph 6: Grammar Post-Test (%)



Source: Jara – Siavichay

The results of this variable were achieved according to the following parameters: with 3 students (10%) the parameter was “little/no attempt” because the pupils could not answer the questions in the Past Simple. Also, on this day it was raining a lot and they could not listen to the teacher when the teachers asked a question like, “Where were your parents last month?” They could not use the correct grammar structure when answering this question. For example, they said, “They are in the house”. This was because they had not had sufficient English classes on the structure of the sentences. They excused themselves by saying, “We did not have English classes at Elementary School”. With 21 students (68%) the parameter was “missed expectations”. The teachers showed them some pictures about their after-school activities. The teachers wrote sentences above the pictures, then they created a story with these pictures and they told their students.

After that, the teachers explained each sentence to them and they associated the sentences with the pictures. Then, the teachers underlined the verbs that they used to make Past Simple sentences and explained the rules for changing the regular and irregular verbs in an affirmative sentence. The pupils learned the grammar structure of the Past Simple but they could not use the correct structure when they had to make an affirmative sentence. For example, one of the students wrote the following: “I go to aunt’s house”. In this case this student did not change the verb to the Past Simple. This student explained that it was difficult for him to learn the irregular verbs because they change their base form.

For 5 of the students (16%) the parameter was approached expectations, because the pupils were able to make sentences about before-school activities. They were able to improve slightly more than the previous 21 students. They made a few mistakes with the complement, like: I played video games school before.

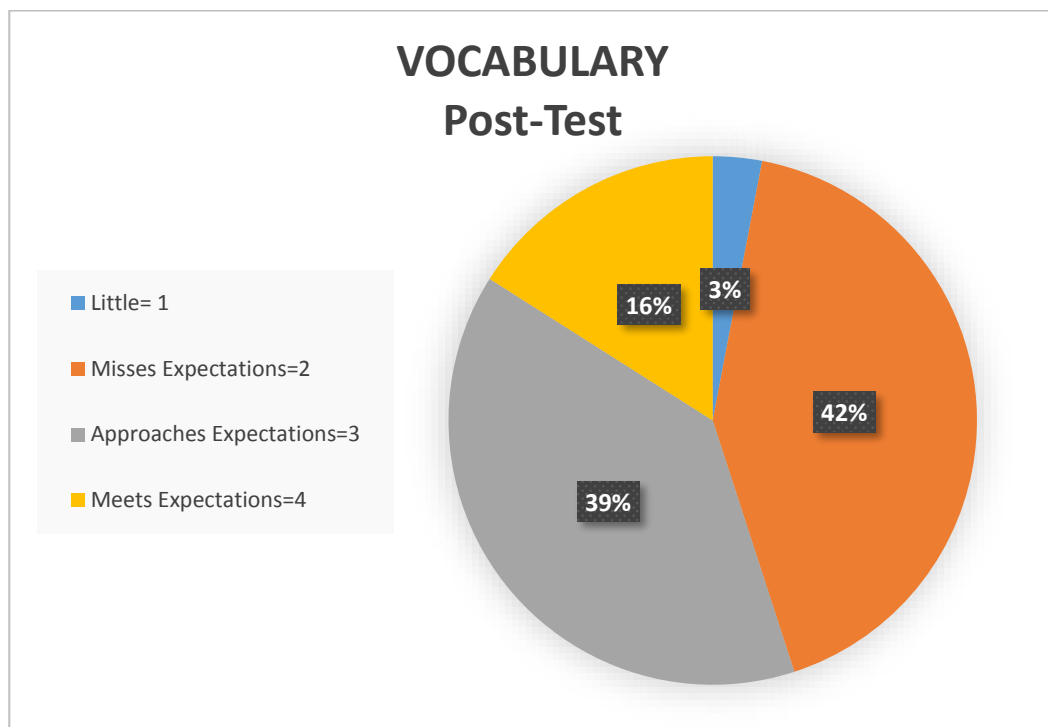
With 2 of the students (6%) the parameter was “meets expectations” because the pupils were able to improve their grammatical structure. The teachers asked the pupils to write sentences about their after-school activities. They made a few mistakes like: I played soccer with my friends and I went to my house of mother. However, they were able to use the correct verbs in an affirmative sentence in the Past Simple. With 0 students (0%) the parameter was “exceeded expectations”.

The results showed that the students were able to improve grammar through the Storytelling Method because it gave them the opportunity to write and tell their own stories. These stories were real life and imaginary stories.

4.7.3. Level of Vocabulary (Post-test)

Vocabulary is an important variable in speaking because if the students increase their vocabulary, they can communicate with others, share their ideas, give their opinions and create their own story. In this case the students improved and they got good results after using the Storytelling Method in the classroom. The graph below shows the results of this variable.

Graph 7: Vocabulary Post-Test (%)



Source: Jara – Siavichay

The results of this variable were obtained according to the following parameters:
With 1 learner (3%) the parameter was “little/no attempt” because it was very difficult

to acquire new vocabulary when the teachers showed them images and matched the cards with the related words. For example, arcade games, amusement park, movie theater and fast food restaurant. This pupil could not understand the new vocabulary because he was not familiar with it, but one of these words was easy for the pupil because they were able to associate it with an event in his/her life. The pupil associated the words “fast food restaurant” because the pupil had gone with his or her family to eat hamburgers in a fast food restaurant. However, the other words were very difficult to learn because they had complicated spelling.

For 13 students (42%) the parameter was missed expectations because the teachers asked them what they had done on their last vacation and these students showed some pictures to explain the activities they had done during their last vacation. For example, one of them told us about a trip to Manta and he showed us a picture of the place, walking by the sea, at a bar, in a restaurant, and swimming. They were able to acquire new vocabulary, but they felt nervous. For example, instead of seashore they used “side of the sea”.

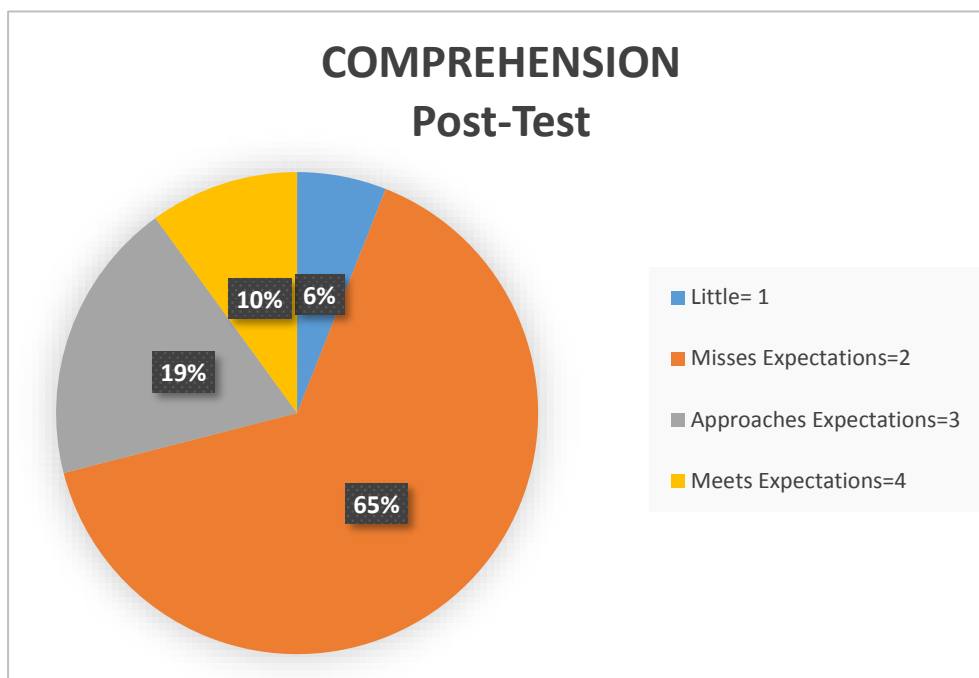
With 12 students (39%) the parameter was “approached expectations” because the students had acquired new vocabulary through imaginary stories that the teachers told them. However, that day the power went out and the students could not see the pictures of a bear, a lion, a whale, a sparrow, a camel, a swallow and a shark. After that, the teachers created an imaginary story with these words. Then the teachers asked them to make up an imaginary story. For example, one of them had to tell a story but he could not remember some of the words. Then he said, “These words are difficult to learn because they are new words for me”.

However, 5 students (16%) learned the new vocabulary and the parameter was “meets expectations” because the vocabulary was a little easier for them. They said, “We like to create stories because it helps to learn English and we feel good”. However, they needed more time to acquire more vocabulary. The results showed that the students were able to increase their vocabulary through the Storytelling Method because it gave them the opportunity to use new words for creating and telling stories.

4.7.4. Level of Comprehension (Post-Test)

Comprehension is an important variable in speaking because if the students are able to comprehend stories when somebody tells them, they can ask questions. In this case the students improved and they got good results after using the Storytelling Method in the classroom. The chart below shows the results of this variable.

Graph 8: Comprehension Post-Test (%)



Source: Jara – Siavichay

The results of this variable were obtained according to the following parameters. With 2 students (6%) the parameter was “little/no attempt” because the students were

able to improve a little in this variable since they could not understand the questions that the teachers asked them, like: “Where did you go on your last vacation?” They were able to understand the question, but they gave their answer using both Spanish and English words, for example; “I went to Manabí y comí cangrejo with my friends”. They explained that they felt very bad because they were nervous and they did not have bases in the English language. It is for this reason that the pupils could not improve and the teachers needed more time to teach them.

With 20 students (65%) the parameter was “missed expectations” because the teachers showed the students some pictures and they had to follow the sequence of the story. In addition, the teachers asked the pupils to describe the story using pictures, so they had to follow a sequence to tell the story. For example, “Describe what Thomas did before his test”. One of them said, “He played video games, then he called his friend. After that he and his friend sang a song in a karaoke bar and he got bad grades”. At this moment the teachers interrupted and asked, “What happened before this event?” However, the pupil could not understand the question and he said, “Ya terminé”. In this case these students were able to achieve a higher level with respect to the students who got “little/no attempt” in the first parameter. It is for this reason that the students liked to tell stories and enjoyed them, but they needed more time in order to improve in this variable.

With 6 students (19%) the parameter was “approached expectations” because the students were able to understand the story that the teachers told them. For example, the teachers showed some pictures of when they were babies. They told the pupils their story. The teachers said, “We were very beautiful babies and our smiles were nice. However, we were mischievous babies”. At this moment the students interrupted the

teachers and they said; “You were beautiful babies and you were mischievous?” In this case this student could not understand the word “mischievous” because he thought it was a place, so the teachers told the story again and showed a picture of this word.

In this case this student was able to understand the complete sentence and could understand the meaning of this word. With 3 of the students (10%) the parameter was “meets expectations” because the students were able to understand their classmates’ stories better than the other classmates. For example, one of them talked about his/her childhood. This student said: “My childhood was so happy because my mom and my dad took me to Galapagos when I was 8 years old. I enjoyed it because I was able to see many animals, like turtles, iguanas, birds and others. My parents and I went to eat at a restaurant”. At this moment the teachers asked the students, “What was the name of the restaurant?” and the student said, “It was Galapagos restaurant”. Then the teachers asked again; “How many days did you stay over there?” The student answered; “I was with my family”. In this case, although this student could not understand the question, he tried to give an answer to the teachers. Then the student said, “I sometimes confuse the meaning of the words. I need to practice English”.

The results showed that the students were able to increase their comprehension through The Storytelling Method because it gave them the opportunity to comprehend in an interactive way and to enjoy making up real or imaginary stories.

4.8. Analysis of the Results from the Pre-Test and Post-Test

It was necessary to know the level that the students had at the beginning of the project and at the end of the storytelling application. In this way, the information helped to determine whether there was any improvement in the speaking skill of the students.

Table 2: Comparison of results between the Pre-Test and Post-test

Rubric	Variable	Total score from 1 to 20	Pre-test	Post-test	Difference
			N.S	N.S	N.S
Little/No Attempt = 1	Pronunciation/5	1 to 2	0	0	-
		3 to 4	26	1	25
Misses expectations = 2	Grammar/5	5 to 6	3	1	2
		7 to 8	1	11	10
Approaches expectations = 3	Vocabulary/5	9 to 10	1	10	9
		11 to 12	0	2	2
Meets expectations = 4	Comprehension/5	13 to 14	0	4	4
		15 to 16	0	2	2
Exceeds expectations = 5	Comprehension/5	17 to 18	0	0	-
		19 to 20	0	0	-
	T.N.V / 20		31	31	TOTAL

Source: Jara - Siavichay

Note: T.N.V: Total note of the variable

N.S: Number of students

In the table, the results show that the total score of the tests was twenty points but in the pre-test twenty-six students had a score from 3 to 4, which is a low grade. After the application of the method the number of students with this grade decreased to only one. Also, three students got the score of 5 to 6 on the pre-test and on the post-test there was only one student with this score. In the pre-test, only one student had a score between 7 to 8, but in the post-test the number of students with this grade increased to eleven which means that the students managed to improve their English speaking level in a certain way.

At the same time, only one student obtained a score between 9 to 10 on the pre-test, and on the post-test ten students got this score, that is to say, the difference of students with a better score was of 9 students. It is important to mention that nobody obtained a score between 11 and 12 on the pre-test, but on the post-test two students reached this score. Also, nobody achieved a score of 13 or 14 on the pre-test but the chart shows that the method had positive results because the number of students with this score increased from zero to four.

Finally, two students got a score of 15 and 16 which were the best scores on the post-test, as the chart shows, considering that none of the students got this score on the pre-test. Thus, the chart shows that students improved their speaking skill in a considerable way.

It is important to compare the results obtained in the pre-test and post-test on the variables that were taken into account in the project which were pronunciation, grammar, vocabulary and comprehension.

Table 3: Comparison of pronunciation between the Pre-Test and Post-Test

PRONUNCIATION		
Rubric	Pre-Test	Post-Test
Little/No Attempt	97%	10%
Misses Expectations	3%	45%
Approaches Expectations	-	32%
Meets Expectations	-	13%
Exceeds Expectations	-	-

Source: Jara - Siavichay

Pronunciation: As the chart shows, there is a change in the percentage of students that improved their pronunciation. In the application of the pre-test the students had a low level of pronunciation. They pronounced some words as written but not all words sound as they are written. At the beginning, the students were confused but in the post-test the researchers noticed that the students had a better level of pronunciation. In some cases, the students took a few minutes to pronounce the words because they were trying to remember the correct pronunciation of the words that they learned. They were comfortable when speaking because they knew how to pronounce the words. Thus, the chart gives us a clear idea that the students progressed in their pronunciation. Therefore, the method helped the students to improve their pronunciation considerably.

Table 4: Comparison of grammar between the Pre-Test and Post-Test

GRAMMAR		
Rubric	Pre-Test	Post-Test
Little/No Attempt	97%	10%
Misses Expectations	3%	68%
Approaches Expectations	-	16%
Meets Expectations	-	6%
Exceeds Expectations	-	-

Source: Jara - Siavichay

Grammar: This was another sub-skill that was taken into consideration. In this case, the students got lower scores on the pre-test. The results observed on the post-test were satisfactory because the number of lower scores decreased and the students got the better results on the post-test. The students in the post-test showed that they could construct sentences in an easier way using grammar rules correctly. Some students were nervous and gave wrong answers but when they tried to repeat the answer the students were able to give a correct answer. That is to say, they improved their grammar after the use of The Storytelling Method and this is demonstrated in the chart.

Table 5: Comparison of vocabulary between the Pre-Test and Post-Test

VOCABULARY		
Rubric	Pre-Test	Post-Test
Little/No Attempt	84%	3%
Misses Expectations	13%	42%
Approaches Expectations	3%	39%
Meets Expectations	-	16%
Exceeds Expectations	-	-

Source: Jara - Siavichay

Vocabulary: The students' vocabulary was initially very low, which represents "little/no attempt" in the rubric. After the application of The Storytelling Method, it was reduced from 84% to 3%. Also, the parameter of "missed expectations" went from 13% on the pre-test to 42% on the post-test which represents an improvement in the vocabulary of the students. Also, 3% of the students obtained "approached expectations" on the pre-test while 39% of students got this parameter on the post-test. Thus, 16% of the students got a better score on the post-test while nobody got this score on the pre-test. In the pre-test the students only knew a few words but after the application of The Storytelling Method they learned more words. It was because while they were doing their task in the class they would ask the teachers for some words that they did not know how to say or write in English. Thus, the students were learning new words while they were doing their tasks and interacting with their classmates.

Therefore, in the post-test the students showed that they had learned new words that helped them to express themselves better.

Table 6: Comparison of comprehension between the Pre-Test and Post-Test

COMPREHENSION		
Rubric	Pre-Test	Post-Test
Little/No Attempt	84%	6%
Misses Expectations	13%	65%
Approaches Expectations	3%	19%
Meets Expectations	-	10%
Exceeds Expectations	-	-

Source: Jara - Siavichay

Comprehension: The comprehension of the students changed in a positive way because 84% of students got a low score on the pre-test but on the post-test low scores decreased to 6%. In the pre-test the comprehension of the students was low because it was difficult for them to understand some questions or they were confused with the meaning of the words, but in the post-test the students showed that they could understand the test questions more easily. It was because they had learned new vocabulary, grammar and pronunciation that they could understand the questions of the test and give a correct answer. Therefore, the students achieved a better level of comprehension, as the chart shows.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After applying the Storytelling Method to develop the speaking skills at “Bachillerato Ricaurte” High School, there was an overall improvement. Therefore, some important points implemented in class while using this method were drawn up and have been included within the conclusions and recommendations.

5.1. Conclusions

- The use of the Storytelling Method in class was effective because it enhanced the learning process of the students at “Bachillerato Ricaurte” High School. It is a fact that the English language is included in our country’s education curriculum as a subject. For this reason, both educators and students need to endeavor and accomplish an acceptable level of English. In this case, with the use of the Storytelling Method, the students had the opportunity to enhance their speaking skill.
- The Storytelling Method helped to grab the attention of the students. The researchers connected this method using distinctive stories to make the class more interesting as opposed to concentrating on something particular, which can make the class exhausting. In addition, this approach also aided to lessen problems of indiscipline. Accordingly, the students learned through various stories to build up sub-abilities, such as: vocabulary, comprehension, pronunciation and grammar. These sub-abilities helped students to enhance their speaking skill.
- Storytelling is a helpful, dynamic and inventive method to teach students. It expanded the exchange of ideas because the students interacted with each other

and did not feel bored during the class. Thus, the students appreciated their classes and they broadened their elocution, sentences structure, vocabulary and cognizance. This was shown with the distinctive exercises done in class and the use of the post-test toward the end of this research.

- The benefits of using narration in this venture were essential in light of the fact that the technique built up the speaking expertise as well as different aptitudes, for example, composing, perusing and tuning in. In other words, students strengthened their capacity to convey. The students worked with their schoolmates creating stories and sharing them in the classroom.
- The students were allowed to create their own particular stories. Thus, they felt relaxed enough to write and to expose the different stories to their classmates and teachers. Within each story, the students were able to share their ideas, thoughts, dreams, feelings, desires and creativity. In this way they were exposed to something new in every story that enabled them to enhance their speaking and composition abilities.
- The educators can apply the Storytelling Method in their classes since it can be adjusted to the lesson design, as we did in this research. The students exhibited a significant change in their relational abilities. It helped them make the class additionally fascinating. Thus, the researchers adapted the method to the class obtaining satisfactory results.

5.2. Recommendations

- The Storytelling Method was a successful tool for teaching English at “Bachillerato Ricaurte” High School. It helped the students improve their level of speaking. Using true stories gave the students the opportunity to increase their vocabulary and let them share their ideas with their classmates, thus improving the students’ speaking skills. The researchers suggest that the teachers use this method in their lesson plans. The teachers can add this to any unit that they want because this method is adaptable for any topic.
- The teachers should acquire or elaborate materials like; pictures, flash cards or images to create stories to use with their students in order to enhance their learning in speaking. Furthermore, these help the students develop their sub-skills, which are very important in measuring the speaking skill. The researchers recommend using these materials in all lessons plans, twice per lesson plan because it lets the students feel relaxed and comfortable when learning. In addition, this strategy captures the student’s attention to get a better result.
- The researchers recommend that the teachers should use this method to get the students to develop their writing skills through the use of the exercises. This method shows that teachers can use this for developing others kinds of skills that they need to work with their students because this method is easy to use and the teachers can adapt it to any skill.
- This method allows the students to the use different strategies for their learning because they are able to improve their speech, reading comprehension and composition of the stories through these strategies.



- The teachers can use some of the Storytelling Method strategies, such as original or imaginary stories. It gives the students the opportunity to use their creativity in order to make up stories. It allows for a more interesting, fun and meaningful learning because the students are free to create their own stories through the use of their dreams and imagination. In addition, this method allows them to discover their skill to create stories they enjoy, to have fun and to share their ideas, and at the same time to learn. The teachers should use this method to capture their attention and achieved better learning. The teacher can use this method in the first lesson plan, third lesson plan and the last one because it allows their students to feel relaxed and motivated to learn English.
- This method is an advantage for teachers. They should use it with all lesson plans for teaching any of the four skills to achieve a better learning. This method helps their students achieve the A2 level of proficiency: branching approach if the teachers use it in all lesson for developing the four skills. Finally, the researchers recommend that the teachers of “Bachillerato Ricaurte” High School do further research on the Storytelling Method to learn about all its benefits since they can use many strategies in order to apply in their classroom and thus achieve a better learning environment.

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APPENDICES

Appendix 1: Teachers `survey

Interview to English teachers at “Bachillerato Ricaurte” High School



OBJECTIVE: This interview will allow us to have a general idea about the students' speaking skill development according to the methodologies used in the English class by the teacher.

1. How do you feel when you are giving classes?

2. What is the methodology that you use for teaching English?

3. What is your experience with your students' speaking skills?

4. How well do you communicate with your students?

5. How often do your students ask you questions?

6. What is your students' weakest skill and why?



7. Do you think your students can communicate without any problem with you?

8. Do you think your students can communicate with other people in a different context?

9. How often do your students speak English in class with each other?

10. Do you think your students can hold a conversation on any topic?

11. How do your students feel when they are speaking with you?



12. How do your students feel when they are speaking with their classmates?



Appendix 2: Pre-test and Post-test

Pre-Test to students at “Bachillerato Ricaurte” High School

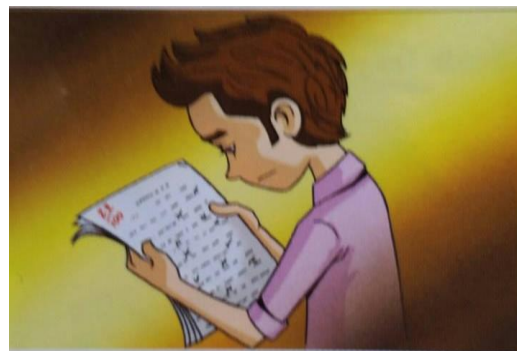
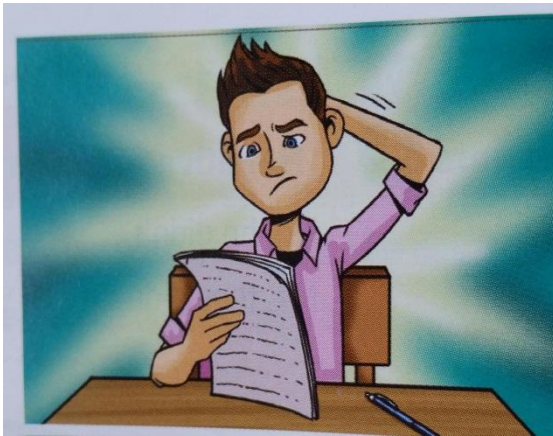
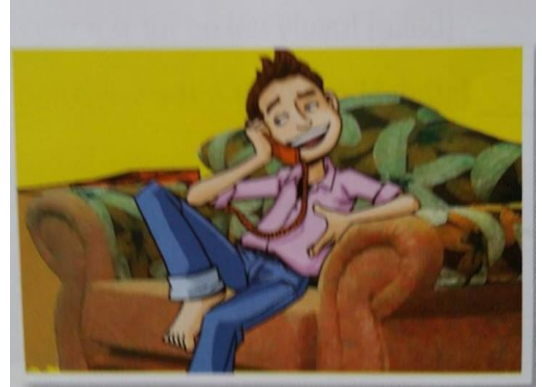
OBJECTIVE: This pre-test will allow us to measure the students’ levels of speaking skill.

1. Answer the following questions.

1. Were you at mall yesterday?
2. Were you at school last Friday?
3. Where were your parents last month?
4. Where were you yesterday?

1. Did you do your homework?
2. Did you play soccer last week?
3. Where did you go on your last vacation?
4. What did you do last Christmas?

2. Look at the pictures below. Describe verbally what Thomas did before his test and what happened in the end.



Source: adapted from After School in “English Book 2” by: Reid, Rujana, & Nuñez (2013).

Appendix 3: Pre-test and Post-test rubric



Speaking Rubric

Grade Equivalent:

- a) Exceeds Expectations 5 pts
- b) Meets Expectations 4 pts
- c) Approaches Expectations 3 pts
- d) Misses Expectations 2 pts
- c) Little/No Attempt 1 pts

Category	Exceeds Expectations 5 pts	Meets Expectations 4 pts	Approaches Expectations 3 pts	Misses Expectations 2 pts	Little/No Attempt 1 pts
Pronunciation	<u>Exceeds Expectations</u> nearly perfect pronunciation	<u>Meets Expectations</u> acceptable pronunciation	<u>Approaches Expectations</u> pronunciation sometimes interferes with comprehension about half the time	<u>Misses Expectations</u> lack of pronunciation skills interferes with comprehension nearly all of the time	<u>Little/No Attempt</u> little or no attempt made
Vocabulary	<u>Exceeds Expectations</u> rich, developed vocabulary	<u>Meets Expectations</u> vocabulary appropriate to topic	<u>Approaches Expectations</u> underdeveloped vocabulary	<u>Misses Expectations</u> weak or misused vocabulary	<u>Little/No Attempt</u> little or no attempt made
Comprehension	<u>Exceeds Expectations</u> easy to understand and compensates	<u>Meets Expectations</u> understandable to a sympathetic	<u>Approaches Expectations</u> some parts are difficult to understand,	<u>Misses Expectations</u> many parts are difficult to understand	<u>Little/No Attempt</u> little or no attempt made



	when listener appears not to understand	listener	even to a sympathetic speaker		
Grammar	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Approaches Expectations</u>	<u>Misses Expectations</u>	<u>Little/No Attempt</u>
	takes risks with the language on top of correctly using learned linguistic structures	any errors in usage are minor, inconsistent, and do not interfere with comprehension	errors in usage might interfere with comprehension	errors in usage interfere with comprehension	little or no attempt made
_____ Pronunciation					
_____ Vocabulary					
_____ Comprehension					
_____ Grammar					

TOTAL SCORE: _____

Source: adapted from Speaking Rubric in “Rcampus” by: Adribeck.



Appendix 4: Act of permission

Cuenca, Octubre 10 del 2016

Ing. Guillermo Arias

RECTOR DEL COLEGIO BACHILLERATO RICAURTE

Su despacho.

De mi consideración:

Luego de un atento y cordial saludo, yo, Esperanza Maribel Siavichay Marin con C.I. 0104869490 y Gladys Noemí Jara Fajardo con C.I. 0105233753, estudiantes de la Carrera de **Lengua y Literatura Inglesa**, egresadas, nos dirigimos a usted, para solicitarle su aprobación para poder realizar la aplicación de nuestra tesis en esta institución educativa con la finalidad de ayudar a los estudiantes a mejorar su habilidad de comunicarse en Ingles.

Por la favorable acogida que sepa dar a la presente, anticipamos nuestros sinceros agradecimientos.

Atentamente:

Maribel Siavichay

C.I: 010486949-0

Gladys Jara

C.I: 010523375-3

Appendix 5: Lesson Plan

	UNIDAD EDUCATIVA “BACHILLERATO RICAURTE” LESSON PLAN	SCHOOL YEAR 2016 - 2017
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TEACHER		Prof. Gladys Jara Maribel Siavichay	AREA/ SUBJECT	<i>Lengua Extranjera</i>	GRADE / COURSE	<i>1 BGU</i>	CLASS	A
N° UNIT PLAN:	2	TITTLE OF UNIT PLAN:	AFTER SCHOOL		N° PERIODS:	6	BEGINNING:	26 OCTUBRE
							FINISHING:	2 DICIEMBR E 2016
Unit Specific Objectives:	Discussing famous festivals around the world. Identifying common activities during celebrations. Identifying words associated with food and cooking. Describing one's past celebrations.							
TRANSVE RSAL AXES:	Curricular Thread 4: Writing 1) Initial Literacy 2) Text Production. Curricular Thread 5: Language through the Arts 1) <i>Literary Texts in Context</i> 2) <i>Creative Writing</i> 3) <i>Creative Thinking Skills</i> .							
Evaluation Criteria:	I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)							

1. INFORMATIONAL DATA:

2. LESSON PLAN:

SKILLS AND PERFORMANCE	ACTIVITIES OF LEARNING	RESOURCES	Evaluation	
			INDICATORS OF ACHIEVEMENT	TECHNIQUES AND INSTRUMENTS
EFL 4.1.6. Seek and provide information and	ANTICIPATION Speaking Teachers will show some flash cards about	Flash cards Activities Past simple Time expressions.	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for	Lesson 1 Warm-Up (5 minutes):

<p>assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. EFL 4.5.9. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>LESSON 1</p> <p>Using times expressions</p>	<p>activities relates with Past simple. Then teachers will describe the activities that are in the flash cards one by one. After that, they will use time expressions cards for explain each event. In addition, teachers will ask them about the pictures and they will have to answer the questions using Time Expressions Past simple. After that, pupils will have to do the exercise in the book. Page 5.</p> <p>Teachers will tell about activities that she did last weekend and she will use time expressions past simple. Then Students will have to get in pairs and they will talk to his or her partner about the activities that they did in their last weekend. (Storytelling Method – True story Strategy)</p>	<p>cards (Past simple)</p> <p>Copies</p> <p>CD</p> <p>Radio</p>	<p>information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions (J.2, J.3, J.4, I.3) Oral Presentations Classwork activities</p>	<p>Double puzzle</p> <p>Unscramble words Time expressions Past Simple</p>
<p>EFL 4.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation,</p>	<p>Listening</p> <p>Next, the teachers will ask pupils what places they know. Students will answer the teachers' questions. Also, the teachers will show the pictures that they have in their book (page 6). They will have to describe one by one. Moreover, the teachers will do to listen them the vocabulary</p>	<p><i>Cd</i> <i>Radio</i></p> <p>1. Book</p> <p>2. Pictures of places</p>	<p>I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts,</p>	<p>LESSON 2</p> <p>Warm-Up (5 minutes):</p> <p>Crossword about places.</p>



<p>pace, etc.)</p> <p>LESSON 2</p> <p>Naming one's favorite hangout.</p>	<p>(Part A). After that, the pupils will get in pairs and they will talk to a partner about where they like to hang out. They will have to use the new vocabulary.</p> <p>Teachers will do the next activity in the book (Part B). The students will have to listen and they will circle on the correct answer. (Page 6). After that, the teachers will tell about their activities that they did after the work. Teachers will use the Storytelling Method – True story strategy. Later on, the teacher will ask them about their activities that they did after the school. Using the Storytelling method – True story strategy.</p>		<p>effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>Oral Presentations Classwork activities</p>	
<p>EFL 4.3.6. Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.</p> <p>LESSON 3</p> <p>Asking and giving information about past</p>	<p>Construction Grammar Past Simple of the Verb to Be.</p> <p>Teachers will use images and she will tell a story about her childhood using the Past simple of the Verb to Be. (Storytelling Method – imaginary story strategy). After that, the teachers will explain grammar structure of Past Simple of the Verb to Be: affirmative sentences, negative sentences and Yes/No Questions. Then the students will have to do the next activity A in the book (page 7). Also, they will get in pairs and they will ask their classmates</p>	<p><i>Book</i> Pictures CD Radio Markers Blackboard</p>	<p>I.CE.EFL.4.8. Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use</p>	<p>LESSON 3</p> <p>Warm-Up (5 minutes):</p> <p>Game Past Simple</p> <p>Grammar revision</p>

<p>events.</p> <p>EFL 4.3.6. Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.</p>	<p>about questions on the activity B on the book (page7). Later on, teachers will ask them research images for telling an imaginary story. They will get in groups for doing this activity. (Using the Past Simple of the Verb to Be. (Storytelling Method – Imaginary Story Strategy). After that, they will have to present it in class. (Oral Presentation) Vocabulary – Listening. The teachers will ask students look at the pictures in the book (page 8). Then teachers will ask them describe the pictures. Also, the teachers will do the next activity (listening about Jake and Carol’s information).</p> <p>Reading</p> <p>The teachers will ask the pupils read the article and they will do this activity (true or false).</p>		<p>of new words and expressions in social interactions. Oral Presentations Classwork activities</p>	
<p>EFL 4.2.14. Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.</p>	<p>Grammar Past Simple (Regular and Irregular Verbs)</p> <p>The teachers will show some pictures and they will tell pupils about a true story that happened in the past, using different verbs in Past Simple instead of Verb To Be. Storytelling Method – True Story in the Past Strategy).</p> <p>Furthermore, teachers will explain the grammar structure like: affirmative sentences, negative</p>	<p><i>Book Pictures cardboard</i></p>	<p>CE.EFL.4.8. Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue</p>	<p>LESSON 4</p> <p>Warm-Up (5 minutes):</p> <p>Puzzle of irregular and regular verbs</p>

<p>LESSON 4</p> <p>Telling a story in Past simple</p>	<p>sentences and Yes/No Questions of the Past Simple; using the True story in the past. (Regular and Irregulars Verbs). After that, the students will have to complete the activities on page 9.</p> <p>Moreover, the pupils will have to investigate a true story that happened in the past and they will tell it to everyone. (Storytelling Method – True Story in the Past Strategy).</p> <p>(Oral Presentation)</p>		<p>effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions. Classwork activities Oral Presentations</p>	
<p>EFL 4.2.16. Initiate, maintain and end a conversation to satisfy basic needs and/ or handle a simple transaction.</p> <p>LESSON 5</p> <p>Talking about activities one often does.</p>	<p>Speaking</p> <p>The teachers will ask the students that they will get in pairs and they will ask their classmate about activities that he or she did the last year and their classmate will answer them. Also, they will have to write the classmate’s answer.</p> <p>Writing</p> <p>The teachers will ask pupils to look at the pictures and they will describe the situations on their pictures. Then the pupils will tell this story following a sequence of each event or situation. After that, the students will have to write the events of this activity (page 9). Moreover, the teachers will ask them to search images and create an Imaginary Story using</p>	<p><i>Book</i> <i>Cardboard</i> <i>Pictures</i> <i>Markers</i></p>	<p>I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) Classwork Activities</p>	<p>LESSON 4</p> <p>Warm-Up (5 minutes):</p> <p>Puzzle of irregular and regular verbs</p>



	Past Simple - (Regular and Irregular verbs) and they will have to create a sequence of this. (Individual) (Storytelling Method – Imaginary Story Strategy) Oral Presentation – Individual		Homework Oral Presentations	
EFL 4.5.11. Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people’s strengths. LESSON 6 Project Creating an Imaginary Story	Consolidation Unit Summary The teachers will ask students to do the activities on pages 12 to 14. After that, the teacher will ask them to create an Imaginary Story and they will use Past Simple and they will have to use Regular and Irregular Verbs. Also, they will use Time expressions of Past Simple. In addition, they will follow a sequence of the event of their imaginary story for telling it. This story will be individual and they will present it to the whole class. Assessment Teacher will take an assessment about this unit. It will be on oral way.	<i>Book</i> <i>Cardboard</i> Students’ book. Interactive Cds Listen Cds Photos Worksheets Board Markers Flash cards cardboard	I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) Oral Presentations	<i>Warm up 5 minutes</i> <i>Go, go</i> <i>Classwork activities.</i>
ADAPTACIÓN DE LA NECESIDAD EDUCATIVA			ESPECIFICACIÓN DE LA NECESIDAD A SER APLICADA	
WEBGRAPHIA/BIBLIOGRAPHIA			OBSERVATIONS:	
Educación, Ministerio de. «Ministerio de Educación.» 2016. Ministerio de Educación. 24 de Octubre del 2016 < https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-Superior-of-EGB-ok.pdf >. Nigel Reid, Gabriela G, Rujana Julieta Nuñez. «Active			THE TEACHERS NEED TO INCREASE MORE ACTIVITIES IN ORDER TO HELP THEM TO DEVELOP THEIR SPEAKING SKILL.	



English.» Nigel Reid, Gabriela G,

ELABORATED BY	REVISED BY	Approved
TEACHERS: GLADYS JARA / MARIBEL SIAVICHAY	JEFE DE AREA: LCDA. MARIA EUGENIA ORELLANA	TUTOR: MAGISTER. JEAN PAUL JARA
SIGNATURE:	SIGNATURE:	SIGNATURE:
DATE:21 /10/2016	DATE:21/10/2016	DATE:21/10/2016

Appendix 6: Warm up

LESSON 1

WARM-UP

Time Expressions-Past Simple



LATS EARY	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
		1 6
TSLA KEEW	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
		2 5
LATS WEDNEEK	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	4	
TALS TONMH	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	8	
TLSA NADMOY	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	3	9
WOT SADY OGA	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
		7

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	2	3	4	5	6	7	8	9	

Unscramble each of the clue words.
Copy the letters in the numbered cells to other cells with the same number.

Source: Jara - Siavichay



LESSON 2 WARM-UP

Double Puzzles about Places

RAPK

9		11	12

MDAUTIS

	8	1				

HSLOCO

4					

TEAPUMKERRS

	3		7		2					5	

LAML

6	10		

							N	
1	2	3	4	5	6	7	8	

9	10	11	12

Source: Jara - Siavichay



LESSON 3

WARM-UP

Pass the Ball

Interaction: Groups of 4-5

1. Students stand or sit in a circle. A student, while holding a ball speaks a selected grammatical structure such as "I was in my home but I was not in the park". Then the student throws the ball to another student.
2. The student who catches the ball must first report what the student said "Sam was in his home but he was not in the park". Then the student adds his/her own sentence and tosses the ball. If a student cannot remember or makes an incorrect sentence, they are "out". The last remaining student is the winner.

Source: Jara - Siavichay



LESSON 4

WARM-UP

Regular Verbs and Iregular Verbs

X Z O U U K W A T A A C H L Z
V D O M M W D W F V T P P M T
A E J G J S W A L J G E O U B
T K Y K D D F U R Q V U K Q H
W S I L V C B W Q K Z D Z F P
E A T H G U O B L C W E N T H
A A I U A W P T L I K L U F O
G W G T D D S F C I I L C K V
Y Y Z A E I V P N C V A W Z C
X O G M T D E P P A L C M A R
G G S O T T Y D K C L I H J O
E U O X A F W B D K X G K X K
F K X L H M I R R Y P Z T E Z
D S D E C I T C A R P U O V D
W B T B S Z S L C N M M N Y D

Asked	Ate	Bought	Called	Chatted
Clapped	Did	Had Liked	Practiced	Ran Studied
Took	Waited	Went		

Source: Jara - Siavichay



LESSON 5


WARM-UP

Change the verb into the past simple

- 1) She (bring) some chocolates to the party.
- 2) I (hear) a new song on the radio.
- 3) I (read) three books last week.
- 4) They (speak) French to the waitress.
- 5) He (understand) during the class, but now he doesn't understand.
- 6) I (forget) to buy some milk.
- 7) She (have) a baby in June.
- 8) You (lose) your keys last week.
- 9) They (swim) 500m.
- 10) I (give) my mother a CD for Christmas.

Source: adapted from Irregular verbs – Past Simple in “Perfect-English-Grammar” (2007).

LESSON 6 WARM-UP

the last time you woke up late	something interesting you did last week	the last time you went to a park	<i>Gone in 30 Seconds</i> Past Simple Speaking Game			
		Move Ahead 4 Spaces	the house you lived in when you were a child	someone you met for the first time last month	a town / city you lived in when you were a child	the last time you went to the cinema
Go Back 2 Spaces			what you did last night	what you did last weekend	Oh No, Go Back	what you did before class
how you came to class today			the last time you went to the bank			
what you did three days ago			the last time you came home late	the last time you went to the library		
the last time you were bored			Finish!	a place you went to last year	Go Back 2 Spaces	
Oh, No, Go Back to Start			<p>How to Play</p> <p>Work in small groups of three or four. Take it in turns to throw the dice and move along the board.</p> <p>When you land on a past simple square, you have to talk about the topic for 30 seconds without stopping.</p> <p>If you can't think of anything to say, make a grammar mistake or you stop talking before the 30 seconds are up, you have to move back to your previous square.</p> <p>The student who reaches the finish square first is the winner.</p>		the last time you walked over 2 km	where you went on holiday last year
the last time you spent over \$100 in one day					a town or city you visited two years ago	Go Back 2 Spaces
the last time you felt very tired					what you studied in English class last week	what you had for lunch two days ago
what you had for breakfast this morning	Miss a Turn	what you had for dinner last night	the place where you were born	Go Back 2 Spaces	Start ↑	

Source: adapted from Gone in 30 seconds- Simple Past Board Game in “SlideShare” by: Barbosa (2015).

Appendix 7: Pictures







